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ABSTRACT

A study was conducted to determine the manner in which special needs services were organized in all 39 community college districts of Illinois, the types of services offered, the coordinator's informational needs regarding services offered, and the types of post-college transitional services offered to special needs students. The study was conducted through telephone interviews with special needs coordinators of 38 of the 39 colleges. The results of the study indicated that special needs services are usually under the direction of a full-time mid-level college administrator who has duties in other areas. Types of services offered by the community colleges include traditional support services, course alternatives, and equipment-related resources. Most coordinators expressed a desire for more information about all possible services such as adaptive coursework, diagnostic testing, and radio, television, or telephone courses for the homebound, along with additional information on personal assistance. The study also found that relatively few colleges offered specialized transitional planning and job placement services to special needs students beyond those provided to all students, but that the colleges appeared to respond to the transitional needs of special needs students on an individual basis. Recommendations stemming from the study included hiring full-time special needs coordinators at each college and providing them with inservice training, providing more special needs services, and conducting an assessment to determine the need for school-to-work transition services.

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Community College Linkages: Impact of the DAVTE Special Needs Addendum on the Delivery of Support Services at the Community College

Illinois State Board of Education

Adult, Vocational and Technical Education

U.S. DEPARTMENT OF EDUCATION
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Introduction

The provision of services to special needs students has generally been neglected. In a 1978 book, Marsh, Gearheart and Gearheart indicated that "post-secondary education for the learning disabled is poorly developed." Special needs students apparently can enter the community college's open door; however, the outlook is dim for those students who aspire to success in instructional programs (Siefferman, 1983).

Recent studies indicate that handicapped individuals of college age are attending post-secondary institutions in increasing numbers (Black, 1982; Johnson, 1981). This same phenomenon is true for disadvantaged students. Community colleges have been perceived as "second chance" institutions providing equal opportunity to those who missed their first chance in public school (Wircenski, 1983). The resulting open admission policy has produced an unprecedented increase of new clientele, including disadvantaged and handicapped adults.

Opportunities are increasingly available for special needs students in vocational education at the post-secondary level (Siefferman, 1983). This observation appears particularly valid for vocational/technical colleges. Because of their multi-purpose mission and blend of academic and vocational programs, community colleges may not be responding to the special needs of handicapped and disadvantaged students as rapidly as other educational institutions (elementary and secondary schools, vocational/technical institutions). Yet the mandates of the Vocational Education Act and Section 504 of the Vocational Rehabilitation Act provide vocational educators, at all educational levels, the challenge of providing the services and support necessary to integrate special needs persons into the full range of vocational education programs (Laski, 1981).

Many researchers of post-secondary special needs services report that "a greater commitment should be made to assist special needs groups currently unserved or underserved" (Black, 1982). This commitment appears especially important for the special needs adult population because one of every six handicapped adults is disabled (Bowe, 1980) and one of every four handicapped adults is unemployed (Phelps and Wentling, 1977). Concerned effort should also be directed toward disadvantaged youth, ages 16-24, since they often represent the largest group of unemployed (Department of Labor, 1979).

Community colleges, as well as other types of post-secondary institutions, have struggled with the identification and assessment of special needs students. The term "special needs students" includes those who are handicapped, disadvantaged (academic or economic) or limited in English proficiency. While some still struggle with this problem, most colleges

appear to have systems in place which deal with identification and assessment (Meers, 1981). Helping special needs students achieve their learning goals in post-secondary vocational programs is now the primary thrust of staff charged with the responsibility for special needs services in community colleges. Services and programs need focused attention. A recent study in Arizona points out this need by recommending that "the identified needs of special needs students should be addressed through expanded services and programs, especially in the areas of occupational training and job placement" (Black, 1982).

Services to special needs students in Illinois community colleges were the focal point of this study. The data about the current status of services was obtained from staff identified as coordinators of special needs services and reported as such to the Illinois State Board of Education/Department of Adult, Vocational and Technical Education. This study attempted to discover (1) the effect of the administrative structure on the delivery of services at Illinois community colleges, (2) the types of services being offered and used, and (3) the coordinators' need for additional information about services to special needs populations.

PURPOSE AND SCOPE

The purpose of this study was to determine the:

A. Manner in which special needs services and the coordination of those services were administratively organized in Illinois community colleges;
B. Types of services offered to special needs students in the categories of support resources, course alternatives, equipment resources, and personal assistance resources;
C. Coordinator's informational needs regarding services offered;
D. Types of post-college transitional services offered to special needs students.

The scope of the study included all 39 community college districts in the state of Illinois.

PROCEDURES

Population

The population of the study consisted of the 39 Special Needs Coordinators identified on the ***Special Needs Addendum to the Local Plan for Vocational Education*** submitted to the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education. Of the 39 community college districts submitting the report, 38 districts (97%) responded to this survey.

Instrument

An interviewer's guide was developed to use in the telephone survey (Appendix A). The guide was developed with assistance from a group of four community college special needs coordinators. It consisted of seven items dealing with administrative organization, a listing of 16 potential services offered with six standard questions for each service; two open-ended questions about services offered; and 4 questions concerned with post-college services. The interview guide was field tested with two community colleges and revisions were made based on field test results.

Method

A telephone interview was conducted with each respondent in December, 1983. Each interview lasted 20-35 minutes. Phone numbers were secured from the same report which identified the names of the special needs coordinators.

RESULTS

The results of this study are divided into three separate categories. Category 1 presents findings related to the organization of special needs services. Category 2 describes the types of services offered and the coordinators' informational needs for services offered. Category 3 identifies the types of post-college services. Detailed findings are reported in Appendix B.

Organization for Special Needs Services

Coordinators of Special Needs Services in Illinois community colleges tended to be full-time college employees (95%) but not necessarily full-time coordinators. While 46% of the respondents reported they devoted full time to special needs coordinating duties, another 46% reported part-time responsibilities. Most coordinators (56%) indicated that they spent over one-half of their time on duties associated with coordinating services to special needs students. Thirty-eight percent reported spending 100% of their time in this manner, while 31% indicated they spent less than one-fourth of their time performing coordinating functions.

The largest number of coordinators (74%) held administrative positions while 13% were faculty and another 13% were support or professional/technical staff. The official title held by special needs coordinators varied within the colleges. Most (30%) were designated as "coordinators." However, 23% held the title of "director," 18% were "deans" and 15% were "counselors." One respondent held the title of "assistant vice-president." About one-third of the coordinators (34%) reported to "deans" within their organizational structures. The remainder reported to a variety of positions. For example, 18% reported to "directors," 16% to "vice-presidents," and 11% to "presidents."

Special needs coordinators were located in a variety of organizational units within the colleges. The largest percentage (24%) reported being a part of the Developmental Studies Department while 18% were located in Support Service or Student Service units. In 11% of the colleges, coordinators were administratively housed in the Instructional Area, Counseling Area, or in Continuing Education.

Types of Services Offered and Informational Needs

The special needs services portion of the interview form contained a listing of 16 services organized into four broad categories. There were also two open-ended questions pertaining to services. Results of questions concerning services offered are reported in the four categories and summarized in this section of the report.

Support resources. There were four services listed in this category. These services were reported as being offered within the colleges as follows: diagnostic testing for academic placement purposes (92%); extra counseling (76%); peer counseling (58%); and clubs, organizations or support groups for special needs students (29%). All of the colleges offering these services reported that they had been used by special needs students during the past year.

Coordinators reported that they wanted more detailed information about all of the services listed in this category. They were particularly interested in learning more about diagnostic testing, as well as clubs, organizations or support groups.

Course alternatives. Three services were listed in this section. Colleges reported offering these services based on the following responses: adaptive coursework (89%); bilingual or Vocational English as Second Language (VESL) courses (53%); and television, radio or telephone courses for the homebound (50%). Not all of these services were used by students during the past year. Virtually all (97%) of the colleges reported that special needs students were involved in adaptive coursework. However, only 63% of those colleges offering television, radio or telephone courses indicated that special needs students had utilized this particular service. Furthermore, 16% of the coordinators were "not sure" if the television, radio or telephone courses were being used by the homebound students.

Most coordinators (94%) from colleges which offered services related to course alternatives expressed interest in learning more about adaptive coursework. The coordinators from colleges not offering services in this category indicated they wanted more detailed information about television, radio or telephone courses for the homebound (78% of the coordinators) and adaptive coursework (75% of the coordinators).

Equipment related resources. Four types of services were listed under the heading of "equipment related resources." The following percentages of colleges offered these services: recorded textbooks, large print or Braille

books (84%); cassette recorders for home use (82%); adaptive equipment (66%); and specialized resource room (63%). The "specialized resource room" was the only service in this category used by students during the past year in every college where it was available. Cassette recorders were used in 71% of the colleges, which was the lowest ranking for the four equipment related resource services.

Coordinators employed in those colleges which offered services in this category reported wanting more information about specialized resource rooms (79% of the coordinators) and adaptive equipment (76% of the coordinators). Conversely those coordinators working in colleges which did *not* offer services in the equipment related category wanted detailed information about recorded textbooks, large print or Braille books (75% of the coordinators) and specialized resource rooms (71% of the coordinators).

Personal assistance resources. There were five services presented under this rubric. The percentages of colleges reported offering these services are as follows: mobility assistance (87%); peer or professional tutors (87%); readers (84%); notetakers (79%); and interpreters for hearing impaired (71%). Ninety-seven percent of the colleges offering tutors indicated that special needs students utilized that service during the past year. At the low end of the range, 70% of the colleges with interpreters for the hearing impaired reported students used this service.

The personal assistance resource services for which the largest numbers of coodinators in all colleges (offering the service or not) wanted additional information were: peer or professional tutors; and interpreters for the hearing impaired.

Summary

All special needs services, with the exception of one (clubs, organizations or support groups), were offered by a majority of the Illinois community college districts. Out of 16 services listed, 9 services were offered by at least 75% of the districts. The following services were offered by the largest number of college districts:

Diagnostic Testing for Academic Placement ..... (92%)
Adaptive Coursework ..... (89%)
Mobility Assistance ..... (87%)
Peer or Professional Tutors ..... (87%)

The services offered by the fewest number of college districts included:

Clubs, organizations or support groups ..... (29%)
Television, radio or telephone courses for the homebound ..... (50%)
Bilingual or Vocational English as a Second Language (VESL) classes ..... (53%)
Peer or assistant counselors ..... (58%)

Three services (television, radio or telephone courses; interpreters for

the hearing impaired; and cassette recorders for home use) were designated as not being used in approximately one-fifth of the community college districts. All four services listed in Category 1 (Support Resources) were used in 100% of the colleges which offered the services. The "specialized resource room" was the service used by students in all the colleges where it existed.

A majority of Special Needs Coordinators employed in colleges which offered the various services included in the survey wanted more detailed information about all services being offered with the exception of "cassette recorders for home use." This finding was also true for coordinators employed in colleges which did *not* offer the services listed, except that the one service not selected by a majority of respondents was "bilingual or Vocational English as a Second Language."

The services for which coordinators in colleges that offered these services wanted more detailed information included:

Adaptive Coursework ..... (94%)
Club, organization or support group ..... (82%)
Diagnostic testing for academic placement ..... (80%)
Specialized resource room ..... (79%)
Peer or professional tutors ..... (79%)
Interpreters for hearing impaired ..... (78%)

Coordinators employed in colleges *not* offering selected services wanted more detailed information about services primarily from Category 1 (Support Resources). The list of these services included:

Diagnostic testing for academic placement ..... (100%)
Extra-counseling services ..... (78%)
Club, organization or support group ..... (78%)
Television, radio or telephone courses
for the homebound ..... (78%)

The Special Needs Coordinators involved in this study also responded to two open-ended questions. A long listing of services was provided pertaining to the question which asked for services offered by the college and not included in prior questions. The only types of services mentioned by more than three coordinators were (1) liaison to other agencies (6 coordinators) and (2) the diagnosis, prescription, and placement of learning disabled students (4 coordinators).

When responding to an open-ended question about additional services for which coordinators wanted more information, a rather long and specialized listing was generated from responses. While no specific services were mentioned by a large number of coordinators, services pertaining to learning disabled students were listed by eight coordinators.

Post-College Services

The final portion of the telephone interview included questions regarding transition planning to prepare special needs students for employment in

the community and specialized job placement services. Fewer than one-third of the community colleges (31%) offered transition planning to special needs students. The transitional services which were offered involved placement, workshops, counseling and career assessment. A similar percentage (31%) of the colleges indicated that they offered specialized job placement services for special needs students. Typically, the coordinators said that placement center personnel responded to the "individual needs of special needs students."

CONCLUSIONS

The conclusions emanating from the study's findings are presented in three parts.

Organization for Special Needs Services

1. Special needs coordinators tend to be full-time college administrators who perform the duties of a special needs coordinator on a part-time basis because they also have other administrative duties.

2. Special needs coordinators are frequently mid-level administrators with the title of "Coordinator" or "Director." The coordinators are housed in a Developmental Studies or Student Services division and report to a top-level administrator who usually holds the title of Dean.

3. While some generalizations can be made regarding organization for special needs services, there is a considerable amount of diversity among Illinois community colleges. Local characteristics such as institutional size, tradition and organizational structure may account for the diversity.

Types of Services Offered

1. Most community colleges offer the traditional support services to special needs students and most of these services are used by students.

2. Even though most colleges offer the traditional support services and they are used by students, the majority of Special Needs Coordinators desire additional, detailed information about existing services and about some atypical services (support groups or clubs, resource rooms, and interpreters).

3. Coordinators' informational needs about support services varied, depending on whether or not their colleges offer particular services. Many coordinators who worked in colleges offering a particular service indicated a need to learn more about that service. In general, coordinators employed in colleges not offering a particular service also indicated a need to learn about that service.

Post-College Services

1. Relatively few colleges offer specialized transitional planning and job placement services to special needs students beyond those services typically provided all students.

2. Community colleges appear to respond to the transition (from college to work) needs and job placement needs of special needs students on an individual basis.

RECOMMENDATIONS

Based upon the results of the telephone survey, a series of recommendations was developed for consideration by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education and the Illinois community colleges offering services to special needs students. These recommendations, aimed at each constituency, are as follows:

Illinois State Board of Education/Department of Adult, Vocational and Technical Education

1. Give priority to the funding of full-time special needs coordinators in each community college district.

2. Provide additional funds to increase the quantity of services provided to special needs students enrolled in vocational classes in all community colleges.

3. Design and deliver a system of inservice activities targeted to special needs coordinators and vocational teachers at the college level. The areas of course adaptation, curriculum modification, and providing personal services (support resources) to special needs students should form the foundation for the inservice effort.

4. Develop inservice activities at introductory and advanced levels to meet the varying needs of special needs coordinators and vocational teachers.

5. Develop and disseminate a curriculum modification guide for use by community college special needs coordinators and vocational teachers.

6. Focus research and development activities on transition services between school and work through such mechanisms as funding incentives, demonstration projects, private sector linkage developments, and coordination with the Job Training Partnership Act (JTPA) programs.

Community Colleges

1. Analyze the present role, workload, and anticipated status of the Special Needs Coordinator to determine those functions associated with administration, coordination, and the provision of direct services. Consideration should be given to the amount of time needed to fulfill administrative duties and responsibilities compared to the direct provision of services.

2. Determine the need for full-time personnel to administer, coordinate, and provide services to special needs students. Reevaluate the position title held by the person responsible for special needs services. A "Director or Coordinator of Special Needs Services" title is most commonly used and suggests major responsibilities for special needs services. Titles of "Dean" and other types of "Directors" suggest duties and responsibilities beyond those of special needs services and tend to indicate a part-time allocation to these services.

3. Consider the reporting relationship of the Special Needs Coordinator and the administrative supervisor. Consideration should be given to where

the position should be housed (Developmental Education division, Student Services area, Support Services area, other) to enhance communication and cooperation for the best delivery of instructional and personal services to special needs students. Also, give consideration to the position (Dean, Director, Vice President, other) to which the special needs position reports. Reporting relationships should insure proper authority and responsibility for the person occupying the special needs coordinating position.

4. Evaluate the quality and need for present services provided to special needs students. Consider the college's ability to meet the current and potential demand for the services and assess the outcomes of the services provided.

5. Conduct locally directed assessment to determine additional services needed by special needs students. Particular attention should be given to an assessment of need for the following services: support groups, peer counseling, specialized resource room, diagnostic testing, and specialized counseling services.

6. Study the potential of combining services to expand the range of the services offered. For example, preparing peer counselors to work with a special needs student support group would link two services most frequently used by special needs students.

7. Evaluate the quality and need for transitional services provided special needs students preparing to leave the college for a role in the community. Consider the college's ability to meet the current and potential demand for the transitional services and assess the outcomes of the services provided.

8. Conduct a needs assessment to determine additional transitional services needed by special needs students. Particular attention should be given to an assessment of need for the following specialized transitional services: placement services, job-seeking workshops, career preparation, group counseling, career assessment tests, and a job club.

9. Investigate the formation of linkages with external groups to secure additional resources for offering instructional, transitional, and personal services to special needs students. Local governmental agencies (e.g., Private Industry Councils, Department of Rehabilitation Services) private organizations, and citizen volunteer groups should be contacted and utilized by the college to enhance resources and/or expand the services provided special needs students.

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APPENDIX A

SURVEY INSTRUMENT

Person Interviewed _____ College Name _____

ORGANIZATION OF SPECIAL NEEDS SERVICES

1. Are you a part full time college employee? (circle one)

2. Is your position as Special Needs Coordinator part full time?

3. What percentage of your time do you spend on coordinating special needs? _____ %

4. Is your position:

   Administrative _____

   Faculty _____

   Paraprofessional _____

   Support Staff _____

5. What is your position title? _____

6. What is the position title of the person to whom your report? _____

7. What is the title of the unit (department, division) in which you work? _____

8. Does your college offer other services not described in the following matrix? Would you be willing to share your knowledge and experience in any of these areas? (Interviewer: List and check) _____

9. Are there additional services that you would like to learn more about? (Interviewer: List) _____

SPECIAL NEEDS SERVICES

	Does your college offer:	NO We do not offer this service. *	Do you want more detailed information about this service? Yes	Do you want more detailed information about this service? No	YES We do offer this service.	Have your students used this service in the past year? Yes	Have your students used this service in the past year? No	Would you be willing to share your knowledge and experience of this service with others? Yes	Would you be willing to share your knowledge and experience of this service with others? No	Do you want more detailed information about this service? Yes	Do you want more detailed information about this service? No
Support Resources	Peer or assistant counselors for special needs students?										
	Extra counseling services for special needs students?										
	Club, organization, or support group for special needs students?										
	Diagnostic testing for academic placement purposes?										
Course Alternatives	Adaptive coursework for special needs students? e.g., extended time										
	T.V., radio, or telephone courses for the homebound?										
	Bilingual classes? VESL classes? Both?										
Equipment Resources	Specialized resource room for special needs students?										
	Recorded textbooks? Large print books? Braille books?										
	Cassette recorders for home use?										
	Adaptive equipment for physically handicapped students?										
Personal Assistance Resources	Mobility assistance for physically handicapped students?										
	Tutors for special needs students? Peer? Professional? Both?										
	Notetakers for special needs students?										
	Readers for special needs students? for Blind? Learning Disabled? Both?										
	Interpreters for hearing impaired?										

*Interviewer: Circle one or more choices depending upon interviewee's response.

POST-COLLEGE SERVICES

1. Does your college offer **transition planning** to prepare special needs students for employment in the community? (Interviewer: give these examples only if necessary: job coaches, job development, etc.)

   Yes _____
   No _____
   Not Sure _____

   If yes, list 2 types of transition planning services offered.

   1. _____

      _____

   2. _____

      _____

1. Does your college offer specialized job placement services for special needs students?

   Yes _____
   No _____
   Not Sure _____

   If yes, list 2 specialized services offered.

   1. _____

      _____

   2. _____

      _____

APPENDIX B

SPECIAL NEEDS COORDINATOR SURVEY RESULTS

ORGANIZATION OF SPECIAL NEEDS SERVICES

N = 39

1. Are you a part- or full-time college employee?

Full Time	95%
Part Time	5%

2. Is your position as Special Needs Coordinator part or full time?

Full Time	46%
Part Time	46%
No Response	8%

3. What percentage of your time do you spend on coordinating special needs?

100% of time	38%
0%-24%	* 31%
75%-99%	10%
25%-49%	13%
50%-74%	8%

*Two respondents indicated other personnel spent up to 100% of their time on special needs programs.

4. Is your position:

Administrative	74%
Faculty	13%
Support Staff	8%
Paraprofessional	0%
Other	* 5%

*e.g., Professional/Technical

5. What is your position title?

Coordinator	30%
Director	23%
Dean	18%
Counselor	15%
Assistant Dean	5%
Associate Dean	3%
Assistant Vice President	3%
Field Assistant	3%

6. What is the position title of the person to whom you report?**

Dean	34%
Director	18%
Vice President	16%
President	11%
Assistant Dean	5%
Department Chair	5%
Coordinator	5%
Registrar	3%
Assistant Vice President	3%
Chancellor	3%
Executive Dean	3%

**Total percentage greater than 100% because in some cases personnel report to more than one person.

7. What is the title of the unit (department, division) in which you work?***

Developmental Studies	24%
Support or Student Services	18%
Office of Instruction	11%
Counseling	11%
Continuing or Adult Education	11%
Learning or Academic Skills	8%
Special Needs or Services	8%
Community Services	8%
Vocational/Technical	5%
Business, Industry, Math, Science	5%
District Office	3%

***Total greater than 100% because some unit titles combine two or more units.

8. SPECIAL NEEDS SERVICES

	N = 38 Does your college offer:	YES We do offer this service.	Have your students used this service in the past year?		Would you be willing to share your knowledge and experience of this service with others?		Do you want more detailed information about this service?		NO we do not have this service.	Do you want more detailed information about this service?	
			Yes	No	Yes	No	Yes	No		Yes	No
Support Resources	Diagnostic testing for academic placement purposes?	92%	100%	-0-	94%	6%	80%	20%	8%	100%	25%
	Extra counseling services for special needs students?	76%	100%	-0-	100%	-0-	76%	24%	24%	78%	22%
	Peer or assistant counselors for special needs students?	58%	100%	-0-	100%	-0-	73%	27%	42%	75%	25%
	*Club, organization, or support group for special needs students?	29%	100%	-0-	100%	-0-	82%	18%	71%	78%	22%
Course Alternatives	Adaptive coursework for special needs students? e.g., extended time?	89%	97%	3%	97%	3%	94%	6%	11%	75%	25%
	Bilingual classes? VESL classes? Both?	53%	90%	10%	75%	25%	75%	25%	47%	39%	61%
	T.V., radio, or telephone courses for the homebound?	50%	63% | 21% not sure—16%		68%	32%	58%	42%	47%	78%	22%
Equipment Resources	Recorded textbooks? Large print books? Braille books?	84%	88% | 9% not sure— 3%		88%	12%	69%	31%	11%	75%	25%
	Cassette recorders for home use?	82%	71% | 23% not sure— 6%		81%	19%	48%	52%	18%	57%	43%
	Adaptive equipment for physically handicapped students?	66%	76% | 16% not sure— 8%		80%	20%	76%	24%	32%	67%	33%
	Specialized resource room for special needs students?	63%	100%	-0-	96%	4%	79%	21%	37%	71%	29%
Personal Assistance Resources	Mobility assistance for physically handicapped students?	87%	82%	18%	85%	15%	73%	27%	13%	60%	40%
	*Tutors for special needs students? Peer? Professional? Both?	87%	97% | -0- not sure— 3%		94%	6%	79%	21%	11%	75%	25%
	*Readers for special needs students? for Blind? Learning Disabled? Both?	84%	75%	22%	78%	22%	62%	38%	13%	67%	33%
	Notetakers for special needs students?	79%	83%	10%	87%	13%	67%	33%	24%	56%	44%
	Interpreters for hearing impaired?	71%	70%	22%	78%	22%	78%	22%	29%	73%	27%

*Yes % and No % less than 100% because some did not respond to these questions.

9. Does your college offer other services not yet mentioned? Would you be willing to share your knowledge and experience in any of these areas?

Willing to share:

- liaison to other useful agencies, e.g., DORS 6
- LD diagnostics—prescription and placement 4
- priority registration 3
- adult re-entry 3
- special needs are tended to, e.g., textbook taping 2
- counseling 2
- alternative delivery, e.g., microcomputers 2
- development for general public regarding special needs 2
- monitoring campus accessibility 1
- adaptive classroom materials, e.g., rewriting test materials 1
- scribes for quadraplegics and manually impaired 1
- recruit, counsel, and retain economically and educationally disadvantaged 1
- study skills class 1
- pre-entrance assistance (usually English and math) 1
- personal assistance for disadvantaged, e.g., newspaper ad for babysitter for student who could not attend school otherwise 1
- friendly dean of students 1
- provide teacher aides for large classes, e.g., welding and machining classes 1
- assign interns to data processing 1
- large GED program 1
- keyboarding assistance 1
- reading/writing needs 1
- transcribers for cerebral palsied 1
- paraprofessionals 1
- test proctoring, e.g., untimed, typers, readers 1
- term paper typers 1
- lockers 1
- parking permits 1
- LD tutoring in content areas 1
- staff development for faculty regarding special needs 1
- transport for visually impaired 1
- brailling of assignments 1
- career counseling 1
- interest testing 1
- translators for foreign languages 1
- women's center 1

assist in financial aid 1
domestic abuse assistance 1
follow-up letters to graduates and continuing students 1
divorce support groups 1
male support groups 1

10. Are there additional services, not yet mentioned, that you would like to learn more about?

info on services to LD 3
diagnostic testing for LD 2
transition planning 2
how other schools maintain LD specialist 2
job placement (specialized for special needs) 2
funding sources outside education, e.g., business and industry grants 2
listing of available outside resources (DORS, other agencies) or computerized data base of needs 2
improvement of services to special needs 1
what are others doing 1
are networks possible or existing for taped materials 1
how to contact DORS and use as resource 1
ideas on cost-effectiveness, efficiency for any special needs services 1
provisions by other colleges for emergency evacuation of special needs students 1
what is considered a successful remedial program 1
ID of students for entry info 1
info on whole student remedial programs 1
assessment tools for writing proficiency 1
criteria for providing services to LD 1
how many colleges employ f/t special needs coordinator 1
info on services to hearing impaired 1
state of the art information 1
free tutoring 1
adaptive equipment (this is on matrix) 1
study skills 1
help in securing adaptive computer hardware, e.g., TTY, talking computer, Opticon braille printer 1
integration of LD into academic (vocational or college) setting 1
resource contract person at ISU (for info and services) 1

POST-COLLEGE SERVICES

11. Does your college offer **transition planning** to prepare special needs students for employment in the community?

No	66%
Yes	31%
Not sure	3%

Types of transition planning services offered:

placement services, college	5
workshops	3
counseling	3
career assessment	2
dislocated worker program	2
seminars	1
jobs clubs	1
women's reentry program	1
close work with IL Job Training Program	1
adult reentry	1
JTPA (formerly CETA)	1
career guidance	1
job training	1
community placement services	1

12. Does your college offer specialized job placement services for special needs students?

No	66%
Yes	31%
Not sure	3%

Specialized job placement services for special needs students:

respond to individual's needs	3
dislocated worker program	1
cooperative education program	1
job seeking and keeping workshops	1
job strategies workshops	1
liaison to other on-/off-campus agencies	1
for hearing impaired — make telephone contact for interview, provide interpreter for interview	1
placement aid	1
handicapped employment program (DORS)	1

placement component of vocational training program for developmentally disabled adults 1
placement counselor for special needs students 1

Question #5 — Position Title (Detailed Information)

Coordinator — 32%
- of Handicapped Services 2
- of Special Needs 2
- of Developmental Skills Center 1
- of Developmental Education 1
- Intern of Special Needs 1
- of Academic Skills Center 1
- of Vocational Special Needs 1
- of Health and Special Needs 1
- of Disabled Student Services 1
- of Student Support Services 1

Director — 24%
- of Developmental Studies Subdivision 1
- of Diagnostic Test Center 1
- of Developmental Education 1
- of Special Programs 1
- of Career Development 1
- of Instructional Support Services 1
- of Learning Skills Center 1
- of Learning Assistance Center 1
- of Special Services 1

Dean — 18%
- of Continuing Ed. and Comm. Services 1
- of Instruction 1
- of Vocational/Technical Education 1
- of Business, Industrial, and Community Service Programs 1
- of Student Development 1
- of Intercampus Affairs 1
- of Student Services 1

Counselor — 16%
- of Special Needs 3
- Vocational 1

Assistant Dean — 5%
- of Instruction 1
- of Business, Technology, Math and Science 1

Assistant Vice President — 3%
- of Instruction 1

Associate Dean of Instruction — 3%
- of Instruction 1

Information, Referral, and Retention — 3%
- Field Assistant for Developmental Studies 1

Question #6 — To Whom Do You Report? (Detailed Information)

Dean — 34%
- of Student Services 3
- of Instruction 3
- of Counseling 1
- of School of A & S 1
- of Community Services 1
- Vocational Dean 1
- of Student Affairs 1
- of Non-Traditional Education 1
- of Student Development 1

Director — 18%
- of Counseling 1
- of Arts & Sciences 1
- of Division of Developmental Education 1
- of Student Services 1
- of Special Services 1
- of Support Services 1
- of Center for Disabled Students 1

Vice President — 16%
- for Academic Affairs 1
- for Curriculum and Instruction 1
- for Student Development 1
- of Instruction 1
- for Student Services 1

President — 11%

Assistant Dean — 5%
- of Counseling 1
- of Counseling and Advisement 1

Coordinator — 5%
- of Counseling 2

Department Chair — 5%
- ABE 1
- Continuing Education 1

Assistant Vice President — 3%
- of Academic Services 1

Chancellor — 3%

Executive Dean — 3%
- of Student Development 1

Registrar — 3%

Question #7 — Title of Unit in Which You Work (Detailed Information)

Developmental Studies Unit	24%
Support or Student Services Unit	18%
Office of Instruction	11%
Continuing Education or Adult Education Unit	11%
Counseling Unit	11%
Learning or Academic Skills Unit	8%
Special Needs or Services Unit	8%
Community Services Unit	8%
Vocational/Technical Unit	5%
Business, Industrial, Math, Science Unit	5%
District Office	3%

Community College Linkages: Impact of the DAVTE Special Needs Addendum on the Delivery of Support Services at the Community College

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